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ABSTRACT

This workbook is designed to assist young people in using their Armed Services Vocational Aptitude Battery (ASVAB) scores for career exploration purposes. Designed to be interactive, the workbook motivates the students to become involved in interpreting their ASVAB scores and completing exercises and charts that help them determine their values, skills, and educational goals while they think about the features they want most in an occupation and career. The workbook uses a comic strip format with exercises which feature four students who are beginning to think about what they will do after graduation. These students consider careers, explore occupations, and begin making decisions and plans. In the section on values, students are asked to pick their most important values. In the section on interests and skills, students are asked to evaluate which activities they like the most and activities for which they have aptitude. Next, students may choose one activity which they feel they must avoid and must decide how much education or training they are ready or willing to undertake. An appended oversize "Occu-Find chart" in which the previous information and ASVAB scores can be plotted to help determine what occupations are matched to the student, is too large to be reproduced here. Information on learning more about occupations is provided. (ABL)

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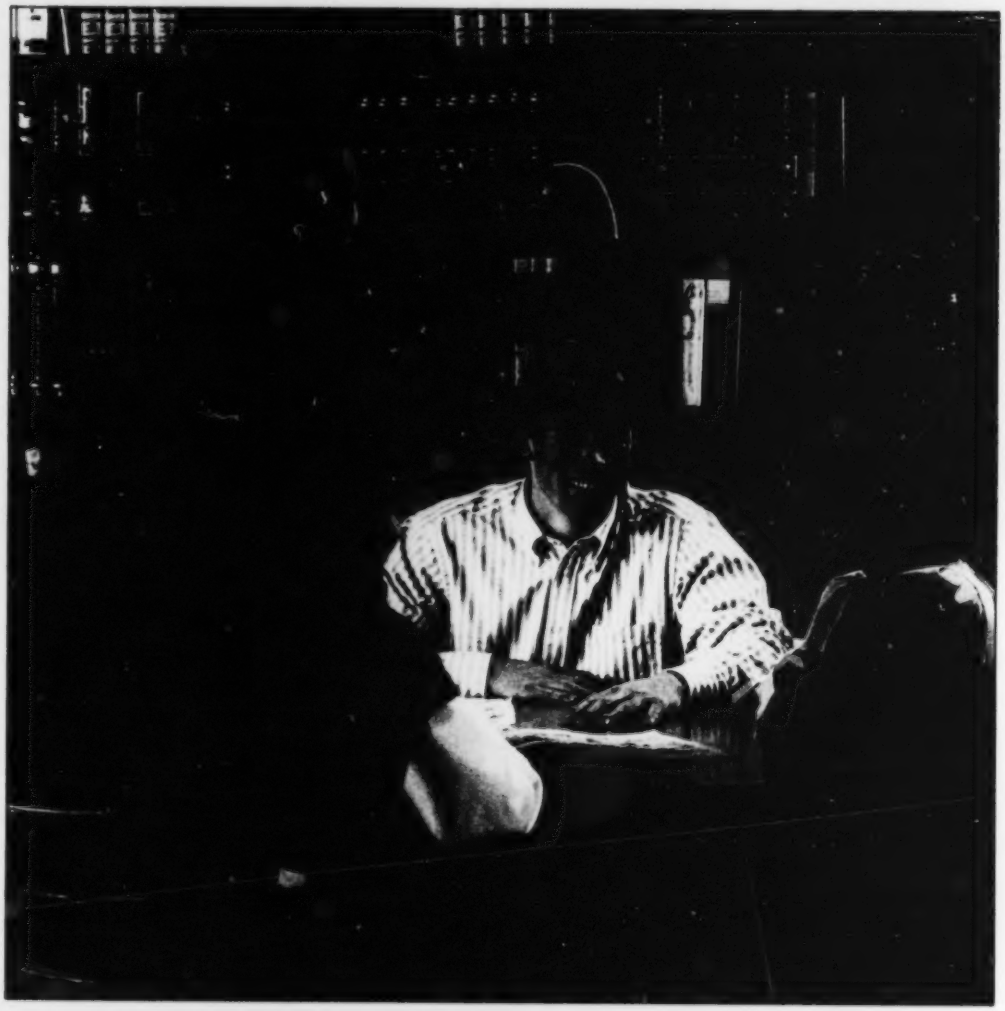
EXPLORING CAREERS



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THE ASVAB WORKBOOK

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Exploring Careers:
The ASVAB Workbook

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Foreword

The Armed Services Vocational Aptitude Battery (ASVAB) was first offered, at no cost, to schools by the Department of Defense (DoD) in 1966. In 1985-86, approximately 1 million students in 15,000 schools took the ASVAB.

To assist young people in using their ASVAB scores for career exploration purposes, DoD is pleased to offer *Exploring Careers: The ASVAB Workbook*. Designed to be interactive, the workbook motivates students to become involved in interpreting their ASVAB scores and completing exercises and charts that help them determine their values, interests, skills, and educational goals while they think about the features they want most in an occupation and career.

The ASVAB Workbook was developed as a result of the efforts of many individuals. In particular, we wish to thank the Educational Testing Service (ETS) for conceptualizing and drafting the workbook. Ms. Alice Gerb managed the project. The contribution of Dr. Martin Katz and Dr. Ruth Ekstrom are also gratefully acknowledged. Dr. Penelope Schott and Dr. Lawrence Shatkin contributed to the writing and Mr. Joseph Belica was responsible for portions of the design. Ms. Priscilla Posey drew the comic strips. The data upon which this workbook is based were developed by ETS for SIGI, their computer based guidance system.

Serving as advisors to the project were: Dr. Edwin Herr, Pennsylvania State University; Dr. William Mehrens, Michigan State University; Ms. Linda Pfister, John Wiley and Sons Publishing Company; and Dr. Carol Tittle, Queens College. These individuals provided valuable input to the project by generating ideas and reviewing drafts of the manual. Their assistance as advisors on this project is greatly appreciated.

Members of the Joint-Service Selection and Classification Working Group provided technical and policy oversight for the project and closely reviewed this document. Appreciation is expressed to: Lieutenant Colonel William J. Strickland, Headquarters, U.S. Air Force (Chairman); Dr. Malcolm J. Ree, Air Force Human Resources Laboratory; Dr. Norm Sherwood, U.S. Army Recruiting Command; Mr. Larry Burns, U.S. Navy Recruiting Command; Dr. Milton Maier, Center for Naval Analyses; and Dr. Clarence McCormick, U.S. Military Entrance Processing Command (USMEPCOM). Additional personnel at USMEPCOM also provided valuable assistance to this project. Special thanks are extended to Lieutenant Colonel (Ret.) Joseph Mazziotta, U.S. Air Force, for his assistance in the development of the workbook, and to Mrs. Marybeth Simon for her work in the layout and design of the workbook and for her overall management of the printing and distribution of the publication.

Finally, special recognition is due to Dr. Anita Lancaster, Office of the Assistant Secretary of Defense (Force Management and Personnel), and Major Wayne A. Andersen, U.S. Air Force, USMEPCOM. They co-directed the project and their technical and overall guidance throughout the project ensured the accuracy and quality of this document.

Choose your path

Where do you want to start? You can choose between two ways to use this workbook:

1. *Begin with an ASVAB score interpretation.* If you want to learn more about your ASVAB scores first, turn to page 47 now.

2. *Begin with identification of your personal preferences.* First, you will consider your values, interests, skills, and other features that can help you choose an occupation. Then, you will learn how to interpret your ASVAB scores. Begin on the next page.

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Which Career For You?

What will you be doing 20 or 30 years from now? The selection of a career has a lot to do with the way you will live—your life style. Choices you make now about your education and first occupation are major decisions that can affect your entire career. This workbook can help you to examine how to choose wisely.

Out of thousands of occupations, which ones should you consider? That depends on what you want, what you like, what you can do. It also depends on what you want to avoid and how much education or training you pursue.

In the next section, you will start by answering some questions about yourself. Then, by using your answers and this workbook, you can find some occupations to consider. After that, you will explore how to make decisions and plans.

Learning How To Use The ASVAB Workbook

Let's say you have to choose one of the four occupations listed below. Use a *pencil* to circle the title of the occupation you prefer; cross out the title of the one you want least.

Write a 1 in *pencil* before the feature that is most important to you.

Write a 2 in *pencil* before the feature that is second most important to you.

Write a 3 in *pencil* before the feature that is third most important to you.

Some features of these occupations are:	**Police Officer**	**Hotel/Motel Manager**	**Reporter/ Journalist**	**Accountant/ CPA**
___**High Income**				
___**Medium Income**				
___**Independence**				
___**Helping Others**				
___**Leadership**				
___**Leisure**				
___**Security**				
___**Variety**				
___**Prestige**				

An ASVAB marker is provided for use with this workbook. Please use it now to learn how to use it.

Put the ASVAB marker on the number 1 you wrote. Run the marker across the row all the way to the right side of the page. A star (*) will appear under the title of one or more of the occupations. Any occupation with a star has the feature

that is most important to you. Did any stars show up for the occupation you circled? ___yes ___no

Do the same for the second and third most important features. Did any stars show up under the occupation you circled? ___yes ___no

Did any stars show up for the occupation you wanted least—the one you crossed out? ___yes ___no

Using the ASVAB marker, you can identify occupations most likely to offer what you want. Later in this workbook, you will use the ASVAB marker with more features and over 100 occupations.

Thinking About Your Future

Have you any idea what you will be doing when you are 30 years old?

___No, I don't know what I'll be doing.

___Yes, I'll probably be a (write in occupation) _____

_____

What other occupations have you thought about entering? (Name three.)

_____

_____

_____

There are probably many kinds of study, training, and work you *can* do.

How can you decide what occupations to consider?

Your ASVAB scores can help you understand what you know and can do. In addition, scores from other tests you've taken, your school marks, and people's opinions of what you know or can do should be considered.

This workbook can help you combine information about your abilities with information about what you would like to do. It can also help you learn how to make decisions.

On the next page, you will meet four students who are just beginning to think about what they will do after graduation. You can move along with them as they consider careers, explore occupations, and begin making decisions and plans.

MARK, DID YOU DO THIS MATH PROBLEM YET?
CHECK THIS OUT.
THAT'S THE SAME ANSWER I GOT.
WHAT ABOUT YOU, JONATHAN?
HUH?
THIS PROBLEM.
DON'T BOTHER ME WITH PROBLEMS, GLORIA.
WHY WORRY ABOUT A MATH PROBLEM WHEN I'VE GOT REAL PROBLEMS,
LIKE A BELT TO WEAR WITH THIS SKIRT.
ISN'T THIS ONE CUTE?
MMMM..

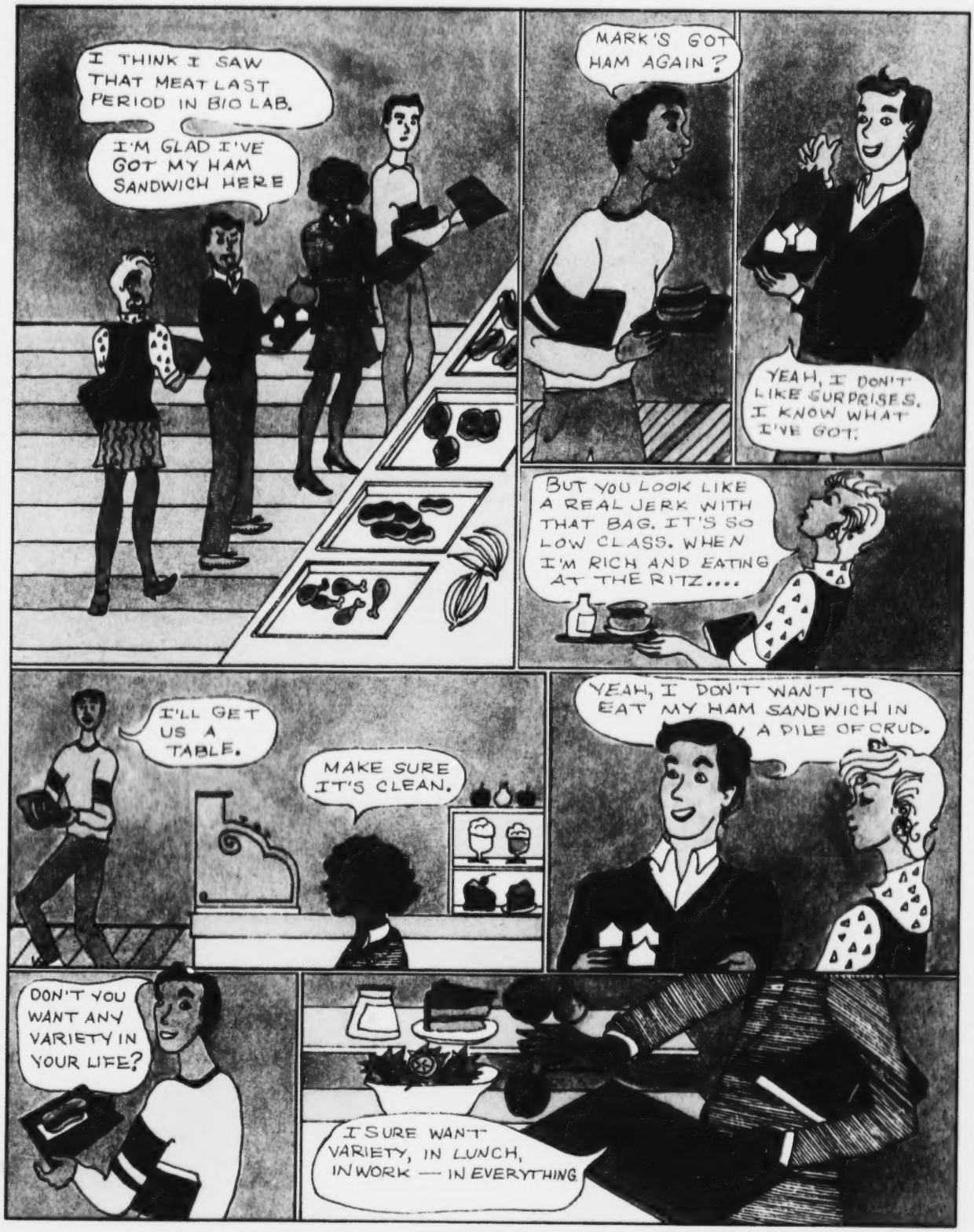
WHAT ABOUT YOU, MARK?
I COULD MAKE ONE LIKE THAT EASY; JUST STICK A BRASS DISK ON A BUCKLE.
WHAT DO YOU THINK?
DON'T YOU GUYS HAVE ANY HOMEWORK?
I'M NOT IN THE MOOD.
BUT CINDY, THE TEST IS TOMORROW.
SO I'LL WORRY ABOUT IT TOMORROW.
I THINK I LOST MY MATH BOOK.
TOMORROW, I'LL BE STUDYING THE NEXT CHAPTER.

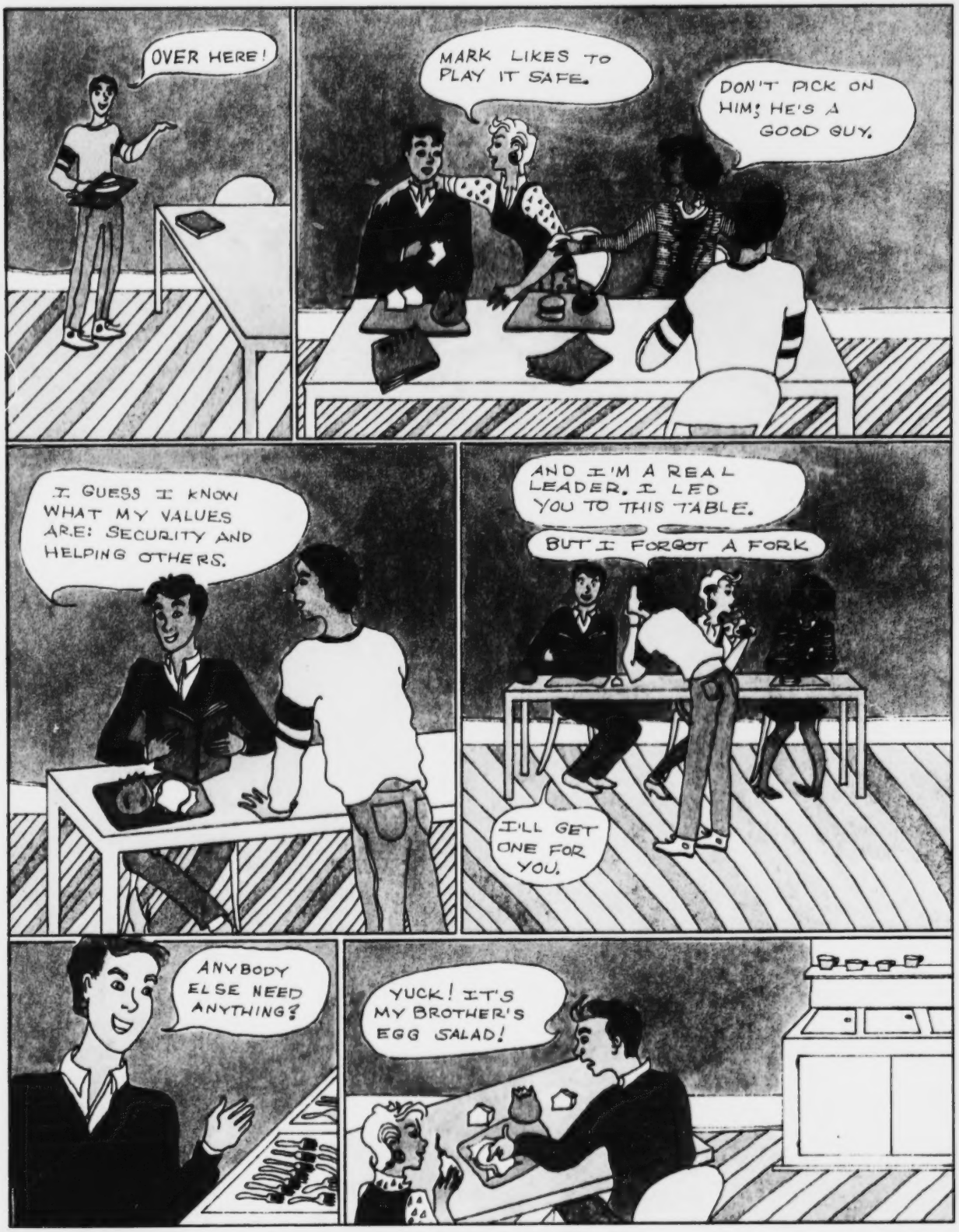
THINK BACK.
FISHING, MOSTLY.
OH, GROSS.
WHERE DID YOU LEAVE IT? WHERE HAVE YOU BEEN?
SOME PEOPLE LIKE FISHING.
I'D RATHER GO SHOPPING.
MAYBE YOU SHOULD STUDY FASHION DESIGN, CINDY.
FASHION'S GREAT, BUT WHO NEEDS MORE SCHOOL?
BUT WHERE WILL YOU LEARN WHAT YOU NEED TO KNOW?
THERE'S A LOT I WANT TO LEARN. I'VE BEEN READING ABOUT COMPUTER CAREERS.

DO YOU THINK THE SCHOOL WOULD LET ME TAKE APART THEIR COMPUTER?
YOU GUYS ARE WEIRD.
MAYBE I LEFT MY MATH BOOK IN GYM.
WELL, CINDY, WHAT ARE YOU GOING TO DO WHEN YOU GRADUATE?
I'M GOING TO BE RICH AND FAMOUS.
YEAH, DOING WHAT?
WHAT ARE YOU GOOD AT? WHAT DO YOU LIKE?
I DON'T KNOW. I HAVEN'T THOUGHT ABOUT IT.
WELL, WHO ELSE WOULD KNOW?
THE WAY TO THINK ABOUT CAREERS IS TO START BY THINKING ABOUT YOURSELF.
WHAT'S REALLY IMPORTANT TO YOU?

In exploring careers, the first question is: What do you want? Then, you can consider the education and training required or provided for the occupation and your chances of succeeding.

VALUES:
WHAT DO YOU WANT?


I THINK I SAW THAT MEAT LAST PERIOD IN BIO LAB.
I'M GLAD I'VE GOT MY HAM SANDWICH HERE
MARK'S GOT HAM AGAIN?
YEAH, I DON'T LIKE SURPRISES. I KNOW WHAT I'VE GOT.
BUT YOU LOOK LIKE A REAL JERK WITH THAT BAG. IT'S SO LOW CLASS. WHEN I'M RICH AND EATING AT THE RITZ....
I'LL GET US A TABLE.
MAKE SURE IT'S CLEAN.
YEAH, I DON'T WANT TO EAT MY HAM SANDWICH IN A PILE OF CRUD.
DON'T YOU WANT ANY VARIETY IN YOUR LIFE?
I SURE WANT VARIETY, IN LUNCH, IN WORK — IN EVERYTHING


OVER HERE!
MARK LIKES TO PLAY IT SAFE.
DON'T PICK ON HIM; HE'S A GOOD GUY.
I GUESS I KNOW WHAT MY VALUES ARE: SECURITY AND HELPING OTHERS.
AND I'M A REAL LEADER. I LED YOU TO THIS TABLE.
BUT I FORGOT A FORK
I'LL GET ONE FOR YOU.
ANYBODY ELSE NEED ANYTHING?
YUCK! IT'S MY BROTHER'S EGG SALAD!

Values

Here is a list of values.

Each is important to some people.

In the comic strip, Mark chose HELPING OTHERS and SECURITY. Cindy wants HIGH INCOME and PRESTIGE. Gloria wants VARIETY, and Jonathan chose LEADERSHIP.

Which *three* are most important to you?

(1) HIGH INCOME: Pay above the average of occupations in the U.S.

(2) MEDIUM INCOME: Pay about the average of occupations in the U.S.

(3) INDEPENDENCE: Above-average chance to make your own decisions and work without close supervision.

(4) HELPING OTHERS: Above-average chance to help other people improve their health, education, or well-being.

(5) LEADERSHIP: Above-average chance to take charge, direct others, and accept responsibility when things go wrong.

(6) LEISURE: More than the average time off—shorter work hours, longer vacations, or the chance to take off when you want to.

(7) SECURITY: Above-average likelihood of steady work; less likely to get fired or laid off because of changes in the economy, technology, or public taste.

(8) VARIETY: More than the average change in activities, problems, people, or location.

(9) PRESTIGE: Greater respect than average for those in this occupation; people look up to members of this occupation.

Which of these values is MOST IMPORTANT to you?

Write it here: _____

Which is second most important?

Write it here: _____

Which is third most important?

Write it here: _____

Look at the next comic strip for second thoughts on values.

ANYBODY WANT AN EGG SALAD SANDWICH?
DIDN'T I FIND US A GOOD TABLE?
IT'S GOT A TOP AND FOUR LEGS.
HOW MANY LEGS DOES A COCKROACH HAVE?
OOOOH SICK.
GIMME A BREAK. THAT'S JUST A FLY.
WHEN YOU'RE RICH AND FAMOUS YOU CAN EAT SOMEPLACE CLASSIER.
BEING RICH AND FAMOUS PROBABLY MEANS HARD WORK AND NOT MUCH LEISURE
THAT'S NOT EXACTLY YOUR THING, CINDY.

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Do *you* have second thoughts about your values like Cindy and Jonathan? Do *you* want to change any of the values you said were most important? If so, go back to page 16 and make the change.

INTERESTS AND SKILLS: ACTIVITIES YOU LIKE AND DO WELL.

GOOD TEST. WASN'T IT NEAT HOW ALL THE PROBLEMS WORKED OUT?
MAYBE FOR YOU, GLORIA.
YOU'RE TERRIFIC AT THAT KIND OF STUFF.
YOUR ASVAB MATH SCORE WAS OUT OF SIGHT.
FOR ME IT'S A WASTE.
IF I'D KNOWN TRIG LAST SUMMER, I COULD HAVE MADE A BETTER ANTENNA FOR MY HAM RADIO SET.
YOU SURE ARE GOOD WITH YOUR HANDS.
BET YOU WROTE THE MECHANICAL AND CRAFTS TESTS.
WELL, TRIG'S FINE FOR MARK, BUT I DON'T NEED IT.

I'M GOING TO BE AN ARTIST AND DRAW BEAUTIFUL PEOPLE.
I'M REALLY INTERESTED IN PEOPLE, TOO.
I'M ALWAYS TUNED IN TO HOW THEY FEEL.
HOW DO YOU TWO FEEL ABOUT HELPING ME FIND MY ENGLISH BOOK?
IN THERE?
IF YOU DO FIND IT...
YOU'LL NEED A CROWBAR TO GET IT OUT.
EVEN MY COMPUTER COULDN'T ORGANIZE THAT MESS, JONATHAN.
NO WONDER YOU LOST YOUR MATH BOOK.
HOW'D YOU DO ON THE TEST?

THE TEACHER GAVE ME AN EXTENSION TILL NEXT WEEK.
ISN'T THAT THE ENGLISH BOOK DOWN THERE?
TERRIFIC!!
THANKS.

Interests And Skills

Mark clearly likes to work with his hands and is good at it. Cindy wants to work in the arts. Gloria is good at math and likes it. She is interested in computers and likes working with people, too.

What kinds of activities do you *like* most?

Which ones are you *good* at?

Choose up to *three* activities from the list below that you like AND are good at.

(1) WORK WITH PEOPLE: teach, advise, persuade, sell, protect, direct

(2) WORK WITH HANDS/EQUIPMENT: repair, operate, use tools, design

(3) COMMUNICATE: write, report, make speeches, explain, entertain

(4) EVALUATE INFORMATION: organize and interpret data, identify and solve problems, draw conclusions

(5) WORK WITH MATH: calculate, budget, use statistics, use formal logic

(6) WORK WITH COMPUTERS: program, operate, do word processing

(7) WORK IN THE ARTS: dance, paint, sculpt, act, play music, sing

(8) CONCENTRATE ON DETAILS: focus on fine points, follow directions exactly, check work

You may like some of these activities, but may not do them well. Consider both your *interests and skills*. Write one, two, or three of the activities listed above that you want to do in your career.

(1) _____

(2) _____

(3) _____

Look at the next comic strip for second thoughts on interests and skills.

YOU WANT A DUMPSTER FOR YOUR BIRTHDAY?
HEY, THIS IS IMPORTANT STUFF.
NOT LIKE THE UGLY PICTURES IN CINDY'S LOCKER.
I'M PUTTING "WORK IN THE ARTS" AS ONE OF MY SKILLS.
WHAT DO YOU MEAN, UGLY? I'M SO ARTISTIC
YOU'RE ALWAYS SAYING YOU'RE ARTISTIC.
BUT THE ONLY COLORED PENCIL I'VE SEE'N YOU USE WAS AN EYELINER.

Jonathan's friends think he communicates well. Mark questions whether Gloria works well with people. Are you sure about your answers to the INTERESTS AND SKILLS exercise? Do you actually *do* the things you say you *like*? What do people who know you well think about your skills? Do your test scores and school marks confirm your opinion? Now go back to page 23 and make any changes needed.

WHAT YOU FEEL
YOU MUST AVOID.

Things You Must Avoid

You have just named some activities you like and can do well. There may be some activities that you dislike very much or cannot do.

Is there something in the list below that you feel you MUST AVOID in a future occupation?

(1) Public Speaking
(2) Sitting in One Place Most of the Time
(3) Heavy Physical Labor (for example, lifting, carrying)

Does one of these things seem so bad that you would rule out any occupation that required it, no matter how attractive?

Write *one* (only if you feel you MUST avoid it):

_____

(It's OK to leave this blank.)

In the next comic strip, the four friends mention things they may want to avoid.

"KEEP HIM THE..."
I CAN'T DEAL WITH SPEAKING IN FRONT OF ALL THOSE PEOPLE.
CALM DOWN, THIS IS JUST A REHEARSAL.
WELL, HERE GOES.
"KEEP HIM IN THE STOCKS UNTIL THE SUN SETS."
"MADAM, YOU WOULD NOT TREAT YOUR FATHER'S DOG SO BADLY."
HOLD UP, GUYS.
JONATHAN, WOULD YOU MIND MOVING THE CASTLE OVER THERE?
THIS THING MUST WEIGH A TON.

NO, NO, THAT'S TOO FAR.
OR MAYBE TWO TONS.
I HATE HEAVY WORK.
EXCUSE ME, GUYS. CAN WE PLEASE GET ON WITH THIS SCENE?
CAN'T YOU JUST SIT STILL?
MAYBE I'D BETTER WRITE "SITTING IN ONE PLACE" AS SOMETHING I MUST AVOID.
OKAY, ARE WE READY?
NOT QUITE. THE HINGE ON THIS HELMET IS JAMMED.
HERE, LET ME TRY.
NOW THE CASTLE'S BACK A LITTLE TOO FAR.
I GUESS I'LL PUT "PUBLIC SPEAKING" AS WHAT I WANT TO AVOID.
I DON'T KNOW, CINDY.

What if your dislike eliminates an occupation that is otherwise very attractive? Mark found he doesn't mind sitting while doing something he likes. Cindy can speak well when she doesn't get stage fright.

Can you overcome fear of public speaking?

Are you willing to sit for long periods if you get a chance to exercise after work?

Would you do some heavy work if it also involved doing something you like?

If you wish, go back to page 28 and change your answer.

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HERE'S WHAT I OUGHT TO DO.
CHECK THIS OUT, MARK.
FIVE YEAR
A MASTER'S DEGREE IN COMPUTER SCIENCE IN ONLY FIVE YEARS.
MAYBE I OUGHT TO APPLY FOR THAT, TOO.
MAY I APPLY FOR A DRINK?
OH, SORRY.
THAT ENGLISH TEST MADE ME THIRSTY.
FIVE YEAR
I COULD WALK INTO A GREAT JOB WITH THAT DEGREE.
FIVE YEARS!

THERE'S LOTS OF JOBS I COULD TRAIN FOR IN A YEAR OR LESS.
CINDY, DID YOU SEE THIS POSTER FOR THE FASHION DESIGN PROGRAM?
NO MORE SCHOOL.
I FIGURE I'LL MAKE IT ON TALENT.
WHICH TALENT?
PING PONG OR POKER?
HERE'S TO YOU, JONATHAN.

Education And Training

Mark and Gloria are talking about going to school five years beyond high school. Jonathan wants no more than one year of education after high school. Cindy thinks she doesn't want any more school.

After high school, how much education or training are you willing and able to complete?

The amount and kind of education or training you get may determine the occupations for which you can qualify.

Years Beyond High School	
0-1	You can complete up to one year of education or training.
Up to 3	You can complete an associate degree or certificate program.
Up to 4	You can complete a bachelor's degree.
More than 4	You can obtain graduate or professional education.

How much education beyond high school are you willing and able to complete for an occupation? _____

(Think of your motivation, your academic ability, and the time it will take.)

Look at the next comic strip where Cindy and Mark have some second thoughts on education and training.

GOOD AIM, CINDY!
HEY— LOOK AT THIS!
ASSOCIATE DEGREE in FASHION
WELL, I GUESS I COULD DO A 2-YEAR DEGREE IN SOMETHING LIKE THAT-
IF I COULD PASS ENGLISH.
SURE YOU CAN. YOU DID WELL ON THE ASVAB ACADEMIC ABILITY TESTS.
YOU'RE NOT DUMB--
YOU JUST ACT DUMB.
THANKS A LOT, FOOL.

THE PROBLEM WITH YOU, CINDY, IS YOU DON'T CARE ABOUT SCHOOL. YOU COULD DO AS WELL AS ANYONE.
I KEEP THINKING ABOUT THAT MASTER'S PROGRAM IN COMPUTER SCIENCE.
YEAH, SOUNDS GOOD TO ME.
ARE YOU SURE, MARK?
THE ONLY COURSES YOU REALLY CARE ABOUT ARE MATH, LAB, AND SHOP.
MAYBE YOU'RE RIGHT.
BESIDES, WHERE WOULD I GET THE MONEY?

Cindy has changed her mind about education. Have you? If so, go back to page 36 and make your changes.

PREPARING
A SUMMARY
SHEET.

Summary Sheet

Here's how to do your SUMMARY SHEET. Write a plus mark (+) before each feature you said was important to you. You will find the features you marked on these pages:

Values—page 16
Interests and Skills—page 23
Must Avoid—page 28
Education—page 36

You will be able to use the SUMMARY SHEET later with a chart to discover occupations that have the features you have marked.

VALUES

___High Income
___Medium Income
___Independence
___Helping Others
___Leadership
___Leisure
___Security
___Variety
___Prestige

INTERESTS AND SKILLS

___Work with People
___Work with Hands/Equipment
___Communicate
___Evaluate Information
___Work with Math
___Work with Computers
___Work in the Arts
___Concentrate on Detail

MUST AVOID

___Public Speaking
___Sitting Still in One Place
___Heavy Physical Labor

EDUCATION AFTER HIGH SCHOOL

___0-1 Years
___Up to 3 Years
___Up to 4 Years
___More than 4 Years

If you have already finished the section about ASVAB scores, go to page 53 (OCCU-FIND page).

ASVAB SCORES:
WHAT DO THEY MEAN?

NO SURPRISE TODAY.
I GOT A SURPRISE: MY ASVAB SCORES.
WHAT ARE YOU TALKING ABOUT?
I THOUGHT I WAS GOOD WITH WORDS.
BUT I GOT A D!
I DON'T SEE ANY LETTERS HERE.
LOOK, IT SAYS "60" RIGHT HERE. THAT'S A D, ISN'T IT?
I DON'T THINK SO.
Mmmft.
I CAN'T HEAR YOU OVER YOUR HAM.
I SAID MAY-BE YOU GOT 60 QUESTIONS RIGHT.
NO, I THINK IT MEANS THE PER-CENT YOU GOT RIGHT.
BUT I'M NOT SURE.

HERE COMES GLORIA.
SHE'LL KNOW.
WHAT'S GOING ON?
WE'RE JUST SITTING HERE TALKING WITH FOOD IN OUR MOUTHS.
JONATHAN THINKS HE GOT A "D" ON HIS ASVAB VERBAL. WE DON'T KNOW WHAT THAT "60" MEANS.
DO YOU KNOW?
"60" IS A PERCENTILE — IT MEANS YOU DID BETTER THAN 60 PERCENT OF THE PEOPLE.
BUT LOOK! YOU GOT AN "80" ON MATH.
BETTER THAN 60 PERCENT? YOU REALLY DID PRETTY WELL, JONATHAN.
SURE, BUT I DID HORRIBLY ON MECHANICAL AND CRAFTS. LOOK AT THIS: 36TH PERCENTILE.

Read on to find out what *your* ASVAB scores mean.

Interpreting ASVAB Scores

Your ASVAB Scores are on a sheet called *YOUR ASVAB RESULTS*. Two different sets of test scores, each in a separate box, are presented:

- YOUTH POPULATION PERCENTILE SCORES, at the top of your result sheet, report your test performance in comparison with that of all young people in the United States, ages 18-23. You will be using these scores to explore military careers on page 49; and with OCCU-FIND on page 57.
- GRADE/SEX PERCENTILE SCORES, at the bottom of your result sheet, report your test performance in comparison with students of your own grade and sex throughout the United States. Here, you will find your percentile scores also represented by an "X" on the graph with dotted lines and brackets on both sides of the X. No test is a "perfect" measure of your aptitudes, but you can be reasonably sure that your real aptitudes fall somewhere within the brackets. If you were to take the ASVAB again, chances are you would score somewhere within these brackets.

A percentile score of 30 means that you scored as well as or better than 30 percent of the individuals in that particular group. A percentile score of 60 means that you scored as well as or better than 60 percent of the individuals in that particular group.

Both your Youth Population and your Grade/Sex Percentile Scores are reported as two major types of scores:

ACADEMIC SCORES	OCCUPATIONAL SCORES
Academic Ability	Mechanical and Crafts
Verbal	Business and Clerical
Math	Electronics and Electrical
	Health, Social, and Technology

Academic Scores indicate your potential for further education. Occupational Scores indicate your potential performance in training programs in each of the four occupational areas.

Things To Remember About ASVAB Scores

Your scores are affected by the opportunities you have had to learn the skills and get the information that the tests cover. Your scores may be higher or lower than those of students who have had different learning opportunities.

You may be able to improve your test scores if you do the following:

- Take courses in subjects that are related to the test.
- Get training or experience that adds to your knowledge of content covered in the test.

A low academic ability score should not necessarily discourage you if you want further education or training.

- Success in education and training is related to motivation as well as aptitude.
- A school counselor can help you plan your future education and training.

Women's scores on Electronics and Electrical and Mechanical and Crafts are frequently lower than men's. Similarly, men's scores on Business and Clerical are often lower than women's. This is because young men and women often have not had the practical experience or school courses to acquire the knowledge. Thus, students interested in increasing their scores are encouraged to take related school courses and gain practical experiences.

Using ASVAB Scores For Military Career Exploration

To explore military careers:

- Find your *Youth Population Percentile Scores* at the top of your ASVAB result sheet. Write down your four Occupational Scores here:

  Mechanical & Crafts _____
  Business & Clerical _____
  Electronics & Electrical _____
  Health, Social, & Technology _____

- Now turn to pages 88-90 at the back of this book. You will find military occupations listed that are related to each of your Youth Population Occupational Scores. You will also find a Youth Population 50-50 score listed for each military occupation.
- The 50-50 score is the score at which you have a 50 percent chance of qualifying for training in one or more of the military specialties in that occupation.
- Compare your four Youth Population Occupational Scores that you have written down on this page with all the 50-50 scores listed on pages 88-90.
- If your Occupational Scores compare favorably with the 50-50 scores, you may want more detailed information on those military occupations. Ask your counselor for a copy of the *Military Career Guide*. It contains descriptions of all the military occupations listed on pages 88-90.

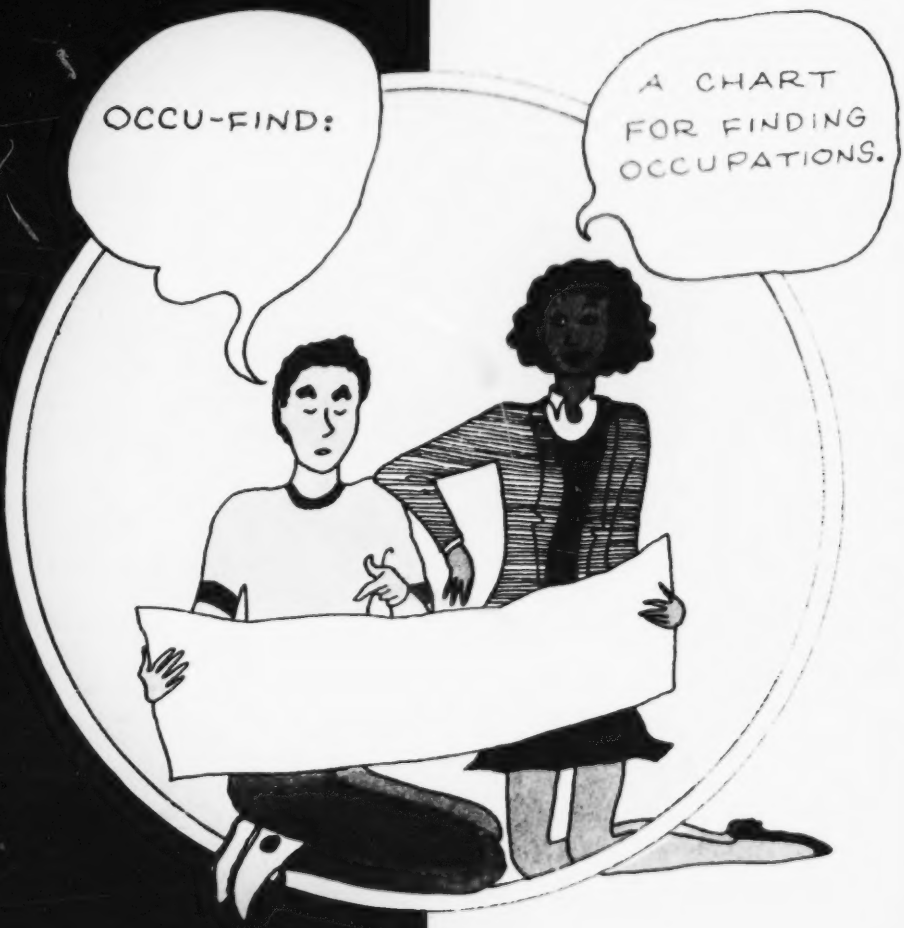
Remember, even if your Occupational Scores are higher than the 50-50 scores listed on pages 88-90 or on OCCU-FIND, there is no guarantee you will be accepted into that occupation:

- **Your Occupational Score is only one of several qualifications needed to enter specific military occupations.**
- **Specific information about whether you qualify for a particular service specialty is only available from a local Military Recruiter.**

I'M GETTING AN ICE CREAM.
GET ME ONE, TOO.
ALL THOSE MILITARY CAREERS -EXCELLENT!
HERE'S ONE FOR YOU. GRAPHIC/DESIGNER ILLUSTRATOR.
REALLY?
SURE. YOUR SCORE ON HEALTH, SOCIAL, AND TECHNOLOGY IS WAY ABOVE THE "50-50" SCORE HERE. YOU'RE PRETTY LIKELY TO MAKE IT.
YOUR ICE CREAM, SIR.
I KNOW WHAT MARK COULD BE IN THE MILITARY.
HE COULD DRIVE AN ICE CREAM TRUCK.
SERIOUSLY, MARK. LOOK AT YOUR GREAT SCORE ON ELECTRONICS AND ELECTRICAL.
YOU'RE HIGHER THAN THE SCORE NEEDED FOR DATA PROCESSING EQUIPMENT REPAIRER.
YOU MEAN THEY'D TEACH ME SOMETHING LIKE THAT?

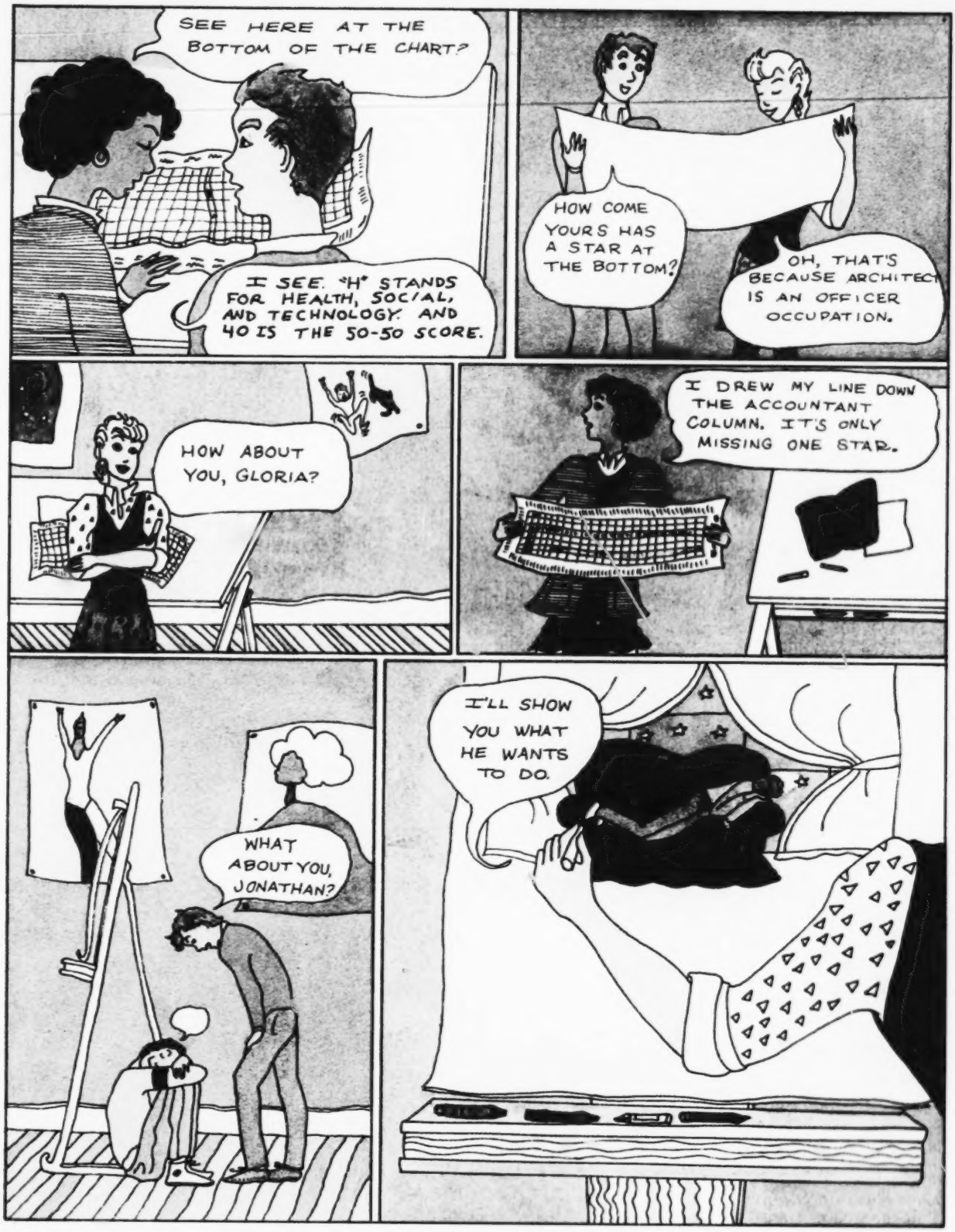
AND WHEN YOU GET OUT, YOU CAN USE YOUR VETERAN'S BENEFITS TO HELP YOU GET YOUR DEGREE.
BUT WHAT IF I WANT TO GO TO COLLEGE NOW?
MAYBE YOU CAN GET AN R.O.T.C. SCHOLARSHIP...
OR GO TO A SERVICE ACADEMY. OR ELSE TAKE COURSES WHILE YOU'RE IN THE MILITARY.
YOU'VE GOT MY LIFE ALL FIGURED OUT, JONATHAN.
NOW, WHAT ABOUT YOU?
YOUR SCORES ARE REALLY HIGH. JUST LOOK AT THE LIST...
IT'S ON PAGES 88-90.
HERE'S MY CAREER. IT'S PERFECT: RADIO AND TV ANNOUNCER.

If you did not start at the beginning of the book, go to page 5.


OCCU-FIND:
A CHART FOR FINDING OCCUPATIONS.

HEY, THAT'S GOOD. IT LOOKS SO RELAXING.
IT NEEDS A TOUCH OF COLOR.
WAIT!
WHAT'S THE DEAL? ALL I GET IS A PALE YELLOW.
IT'S MY ASVAB PEN FOR OCCU-FIND.
OCCU-WHO?
FOR THE CHART IN THE ASVAB WORKBOOK. NOT FOR YOUR MASTERPIECE.

YOU START WITH YOUR FIRST VALUE AND DRAW A LINE WITH THIS PEN.
SEE HOW THE STARS SHOW UP?
COOL.
I THINK I'LL START WITH PRESTIGE.
I'D RATHER HAVE LEISURE.
COMPUTER SYSTEMS ANALYST HAS STARS IN EVERY ROW I MARKED.
SO DRAW A LINE THERE DOWN TO THE BOTTOM OF THE PAGE.
WHY IS THERE AN H AT THE BOTTOM OF THIS COLUMN?
THAT'S BECAUSE COMPUTER SYSTEMS ANALYST IS RELATED TO THAT ASVAB OCCUPATIONAL GROUP.
NOW I GET IT.


SEE HERE AT THE BOTTOM OF THE CHART?
I SEE. "H" STANDS FOR HEALTH, SOCIAL, AND TECHNOLOGY. AND 40 IS THE 50-50 SCORE.
HOW COME YOURS HAS A STAR AT THE BOTTOM?
OH, THAT'S BECAUSE ARCHITECT IS AN OFFICER OCCUPATION.
HOW ABOUT YOU, GLORIA?
I DREW MY LINE DOWN THE ACCOUNTANT COLUMN. IT'S ONLY MISSING ONE STAR.
WHAT ABOUT YOU, JONATHAN?
I'LL SHOW YOU WHAT HE WANTS TO DO.

Using OCCU-FIND

Now it's time to use your OCCU-FIND. It will help you discover some occupations that offer what you want.

- Unfold the OCCU-FIND chart on a FLAT SURFACE.
- Turn to page 42. Look at the SUMMARY SHEET for the value you said was most important to you.
- Find that value in the list printed along the left side of OCCU-FIND.
- Using your ASVAB marker, draw a line all the way across both sides of the chart. You will find some stars beginning to appear.
- Using your ASVAB marker, draw a line across the chart for each of the features you marked on your SUMMARY SHEET.

By now you should have drawn lines across at least five, but no more than eight, rows:

- Three values
- Up to three interests and skills
- One level of education
- Perhaps one thing to avoid

Across the top of the chart is a list of civilian occupations. Across the bottom is a list of military occupations. Look down the columns:

- Is there a column that has a star on *every* line you drew? If so, use your ASVAB marker to draw a line down that column to the bottom of the chart.
- If not, find a column that has a lot of stars. Use your ASVAB marker to draw a line down that column.
- The new stars you see show other features this occupation has.
- Under Military Occupations with Similar Activities, if there is one, the ASVAB Occupational Group and the 50-50 SCORE will appear.*
- Later, when you have more time, you can use your ASVAB marker to draw lines down columns for other occupations.

Bear in mind these facts about military occupations:

- They often include activities similar to those of civilian occupations.
- They may not involve the same values or educational requirements as civilian occupations.**
- There may not be a military occupation to match every civilian occupation in OCCU-FIND. (For example, there is no military occupation like Farm Operator/Manager.)
- There are many other military occupations besides those

listed in OCCU-FIND. (For example, Radar and Sonar Operator.)

---

*If there is an asterisk in the ASVAB Occupational Group space on the OCCU-FIND, this means that this is an officer occupation. Officers are professional leaders in the military. Officers must be college graduates. Your ASVAB academic score can help you estimate your chances for succeeding in college. Talk to your military recruiter to find out more about how to qualify as an officer. There are many possibilities including ROTC, the service academies, Officer Candidate or Officer Training School (OCS or OTS) direct appointments, and enlisted commissioning programs.

**The military provides training for many occupations. For civilian occupations, training is generally required for entry into the occupation.

HITS AND MISSES:
IS AN OCCU-PATION RIGHT FOR YOU?

GET UP, JONATHAN! TELL ME WHAT TO DO WITH MY FIRST HITS AND MISSES STRIP.
HUH?
WHAT DO I DO, LINE UP THE STRIP WITH A COLUMN ON OCCU-FIND?
ZZZZZ
RIGHT, AND AFTER YOU PUT A PLUS IN THE HAS COLUMN FOR EVERY STAR ON THE CHART...
COMPARE THE STRIP TO THE SUMMARY SHEET IN THE WORKBOOK.
OH, I GET IT.
I HOLD THE STRIP AGAINST MY SUMMARY SHEET AND SEE HOW IT MATCHES WHAT I WANT.
AND THEN YOU WRITE A PLUS FOR HITS AND MINUS FOR MISSES.
GOT IT. HMMM... COMPUTER SYSTEMS ANALYST GOT PLUS, PLUS, PLUS ALL THE WAY.

IF YOU WANTED TO DO THAT IN THE MILITARY, WOULD YOU JUST ENLIST, OR TRAIN AS AN OFFICER?
ACCORDING TO THE WORK-BOOK, IT'S ENLISTED LUCKY FOR ME, MY HEALTH, SOCIAL, AND TECHNOLOGY SCORE WAS HIGH.
I'M CHECKING ARCHITECT. PLUS, PLUS, PLUS, OOOOOPS.
HUH? WHAT'S UP?
ONE BIG MINUS: FOUR OR MORE YEARS OF COLLEGE. MAYBE LATER I'LL TRY HITS AND MISSES FOR ANOTHER OCCUPATION.
ZZZZZ ZZZZZ
HERE'S WHERE ACCOUNTANT REALLY MISSES IT FOR ME. I'M NOT BIG ON LOTS OF DETAIL.
WELL, YOU SHOULD CHECK OUT ONE AT HOME. THAT'S WHAT I'M GOING TO DO.
SNORE

WHAT ELSE ARE YOU THINKING OF CHECKING?
HOW ABOUT INTERIOR DESIGNER?
THEN JONATHAN COULD HIRE YOU TO RE-DO THE INTERIOR OF HIS LOCKER.
RIGHT, I COULD INSTALL A FOLD-OUT BED.

Making a Hits and Misses Strip

How closely does an occupation match what you want? A **HITS AND MISSES STRIP** shows which features of an occupation match what you want (HITS). It also shows which features of an occupation that you want are missing OR which features it has that you know you do not want (MISSES).

To find out what features each occupation has:

1. Look in the back of the workbook to find **HITS AND MISSES STRIPS**. Tear one out along the perforated line. At the top of the strip, write the name of the occupation you marked on OCCU-FIND (an occupation with a lot of stars).
2. Place the **HITS AND MISSES STRIP** on OCCU-FIND to the right of the column of the occupation you are considering. (Make sure the blue arrows across the top of the strip are lined up with the blue arrows across the top of OCCU-FIND.)
3. Put a plus mark (+) in the HAS column of the strip for every star in the column for this occupation on OCCU-FIND.
4. If there is a related military occupation at the bottom of OCCU-FIND, write its name at the bottom of the strip.
5. Also, write the name of the ASVAB occupation group on the strip if one is shown on OCCU-FIND.
6. Below that, write the 50-50 SCORE for this occupation in the space provided.
7. On the last line, write your Youth Population Percentile Score for this occupation group.

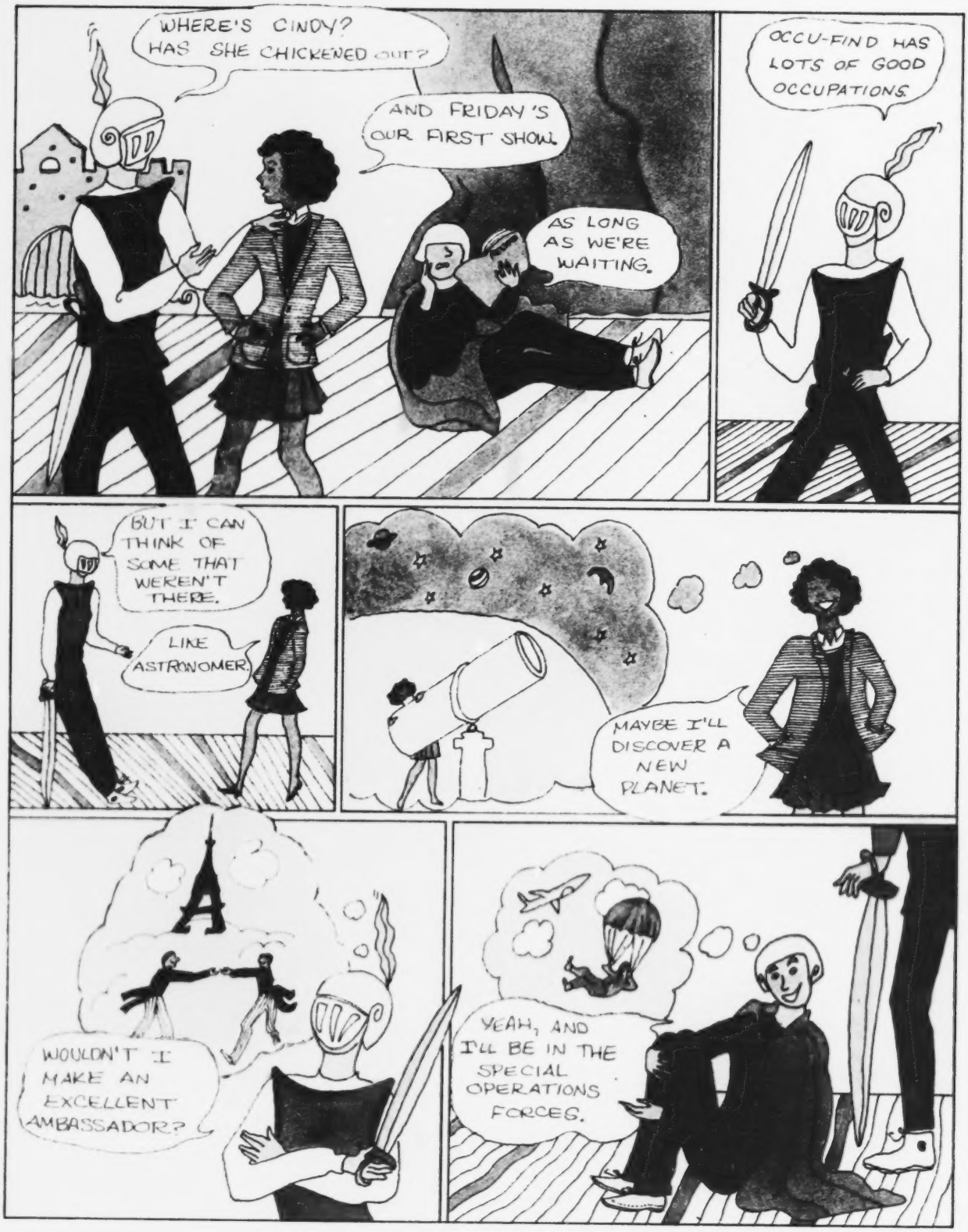
To find out how features of an occupation match features that are important to you:

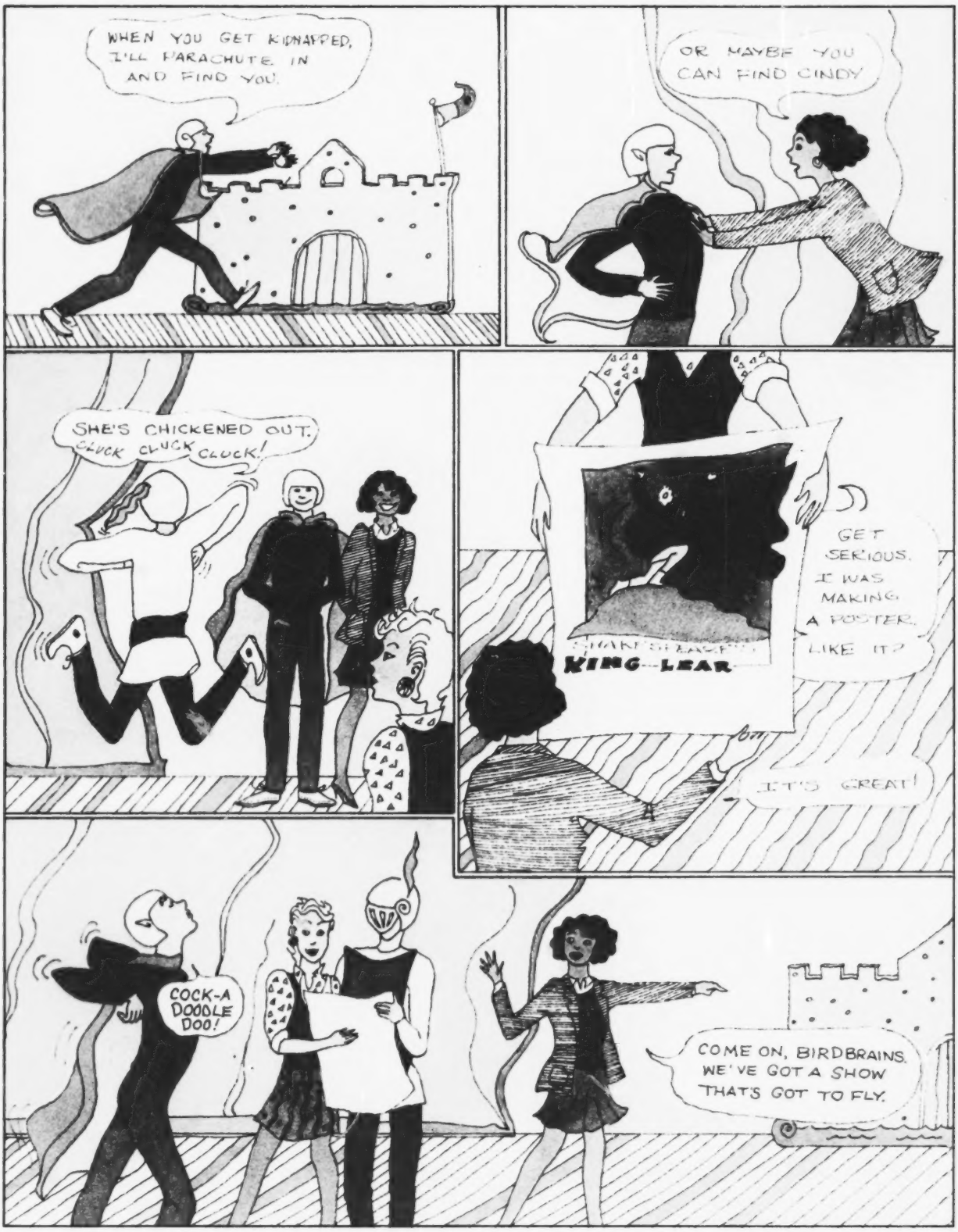
1. Take the **HITS AND MISSES STRIP** and place it on your SUMMARY SHEET (page 42) next to the marks you have made. Be sure the blue arrows across the top of both pages line up.
2. Compare the plus marks on each line of the HAS column to the plus marks on the same line of the SUMMARY SHEET.
3. If there are plus marks on both, put a plus mark in the HITS column of the **HITS AND MISSES STRIP**. If there is a plus mark on your SUMMARY SHEET, but none on the same line of the HAS column, put a minus sign (–) on the same line of the MISSES column.

   When you have finished, you will be able to see how many of the values, interests, skills, things you want to avoid, and years of education that you want are features of the occupation you are considering.

   There are extra **HITS AND MISSES STRIP** in the back of this workbook (pages 91-92). You can use these later for other occupations.

OTHER OCCUPATIONS:
WHAT'S NOT ON
OCCU-FIND?


WHERE'S CINDY? HAS SHE CHICKENED OUT?
AND FRIDAY'S OUR FIRST SHOW.
AS LONG AS WE'RE WAITING.
OCCU-FIND HAS LOTS OF GOOD OCCUPATIONS.
BUT I CAN THINK OF SOME THAT WEREN'T THERE.
LIKE ASTRONOMER.
MAYBE I'LL DISCOVER A NEW PLANET.
WOULDN'T I MAKE AN EXCELLENT AMBASSADOR?
YEAH, AND I'LL BE IN THE SPECIAL OPERATIONS FORCES.


WHEN YOU GET KIDNAPPED, I'LL PARACHUTE IN AND FIND YOU.
OR MAYBE YOU CAN FIND CINDY
SHE'S CHICKENED OUT. CLUCK CLUCK CLUCK!
KING LEAR
GET SERIOUS. I WAS MAKING A POSTER. LIKE IT?
IT'S GREAT!
COCK-A DOODLE DOO!
COME ON, BIRDBRAINS. WE'VE GOT A SHOW THAT'S GOT TO FLY.

Other Things To Consider

This workbook can cover only some of the occupations that you may want to consider as you explore a career. The values, interests, and skills used in this workbook are those that are important for a large number of occupations. There are thousands of occupations you might enter. Only 134 are included in this workbook. Some examples of features not listed earlier are:

- challenging work
- extraordinary educational opportunity
- highly disciplined environment
- a variety of work locations worldwide
- opportunities to exhibit bravery in the face of danger
- outdoor work

Some other examples of interests and skills not listed earlier are:

- ability to work under pressure
- memorizing
- working as a member of a team
- following instructions

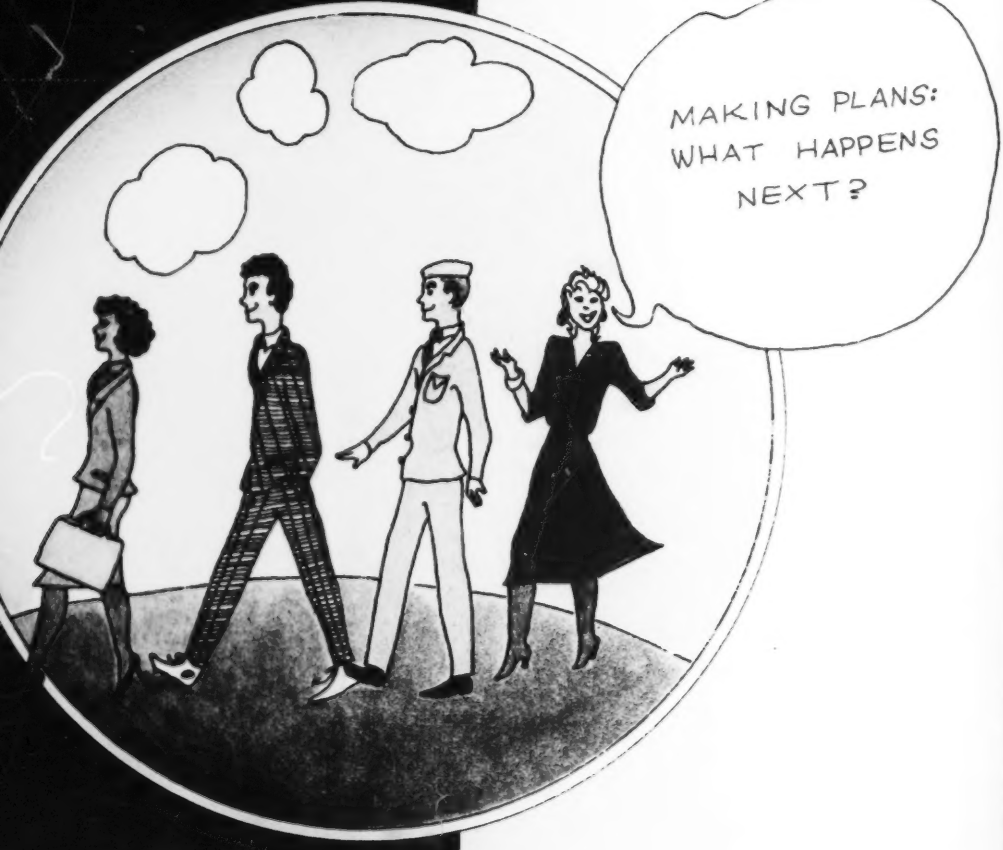
For example, students who feel most of the features mentioned above are important might find that becoming a Space Systems Specialist or Missile Systems Officer would offer them what they want, particularly if they want to work with equipment, work with math, and work as part of a team.

If working outdoors is important to someone who is good at memorizing or working as a member of a team, that person might want to become a forester or recreation specialist. Becoming the captain of a ship—whether in military or civilian life—might be the right occupation for someone whose values include some of those mentioned above.

Here are some examples of occupations not included in this book that might be right for you:

Civilian
Appraiser
Ballet Dancer
Bus Driver
Cabinet Maker
Criminologist
EKG Technician
Landscape Architect

Military
Air Crew Member
Aircraft Launch and Recovery Specialist
Artillery Crew Member
Radar and Sonar Operator
Radio Intelligence Operator
Recruiting Specialist
Special Operations Force Team Member


MAKING PLANS:
WHAT HAPPENS
NEXT?

- If you want to look at other occupations on OCCU-FIND, turn to the back of the book.
- If you want to make more Hits and Misses Strips, turn to page 91-92.
- If you want to learn more about the occupations you are considering and about education and training for these occupations, turn to page 73.
- If you want to learn about how to decide which occupations might be best, turn to page 84.

Working With OCCU-FIND

You have already selected *one* occupation that had a lot of stars. You then drew a line down the column under the name of that occupation. This line made new stars appear to show you other features of this occupation.

Are there other occupations, besides the one that you selected, that have stars on every line or almost every line you drew?

Use your ASVAB marker to draw a line down the column under the name of each of these occupations so you can see the other features that they have.

Turn back to page 7. What are the names of the occupations that you said you might be doing at age 30?

If these are listed on OCCU-FIND, use your ASVAB marker to draw a line down the column under the name of each of these occupations. If any are military occupations, draw the line *up* the column. Remember, entry into civilian occupations generally *requires* education or training, while the military *provides* training.

You can use your ASVAB marker to continue to explore other occupations on the OCCU-FIND chart.

Making More Hits And Misses Strips

You have made a Hits and Misses Strip for one occupation. There are extra Hits and Misses Strips at the end of the workbook.

Pick another one of the occupations shown on OCCU-FIND.

Turn back to page 63 and follow the directions there for completing a Hits and Misses Strip. Make as many Hits and Misses Strips as you wish.

Which occupations have the *most* HITS and fewest MISSES? Write their names here:

_____

_____

_____

_____

_____

_____

_____

_____

Learning More About Occupations

You can get more information about occupations in several places:

- *Occupational Outlook Handbook*. This book is in most libraries, career centers and guidance offices. The *Handbook* tells you many things about occupations, such as: nature of the work, working conditions, employment (number and location of jobs), training, other qualifications and advancement, employment outlook, earnings, related occupations, and sources of additional information.
- *Military Career Guide*. This book is in most career centers, guidance offices, and military recruiting offices. The *Guide* provides facts about officer and enlisted military occupations such as: activities, helpful attributes for entering the occupation, work environment, special qualifications, and civilian counterparts. The *Guide* also allows you to use your Youth Population Percentile Scores to explore your chances of qualifying for enlisted military occupations.
- *Computerized Career Information and Guidance Systems*. These systems are available in many guidance offices and in some public libraries. There are several types of systems and each system is different from the others. Check what's available in your school or in your area.
- *Other Sources*. You can also find occupational information in books and audiovisual materials that describe a specific occupation. Ask a librarian to help you find these. Talk to people who work and find out what they do. Talk to your parents, school counselors, and teachers. They probably can help you locate information.

Use the Occupational Information Worksheets on the following pages to make a record of the important information about the occupation you are considering.

You will also want to know about the kind of education and training that is available and what you will need to enter the occupations you are considering. The Occupation Information Worksheets will help you summarize what you learn. For almost every occupation, a requirement or recommendation is that you finish high school or at least have a high school equivalency certificate.

Education and training options include:

- attending a two or four-year college after high school.
- entering the military service and attending school at the same time or later using your educational benefits. (Talk to your military recruiter about this.)
- working and going to school part-time. (You may want to work in a related occupation to see if you really want the occupation you have as your goal.)
- taking courses and examinations for academic credit with

the goal of obtaining your degree in a nontraditional/external degree program. (Talk to your counselor about this.)

- attending public or proprietary trade, technical, or business school.
- taking part in training offered in the workplace.
- doing home study.

Some of the questions you will be considering are:

- What kind of education or training is required for each of the occupations you are considering?
- How long will this education or training take?
- If there are several ways of entering an occupation, which one is right for you?

  On-the-job training?
  Vocational/technical training?
  A college degree?
- What must you do to enter the education or training program you choose?
- How will you pay for the education or training program that is required? There are lots of ways of getting money for your education. Some of the options you can combine are:
  - support from your family.
  - loans, scholarships, work-study programs and other types of financial aid from colleges or government.
  - military aid (tuition-free service academies, ROTC scholarships, tuition aid while in the military or National Guard, veteran's benefits.)
  - working full-time or part-time while going to school or taking part in a cooperative education program.

When you have finished the Occupational Information Worksheets for the occupations you are considering, you are ready to begin making decisions. Turn to page 84 to learn more about this.

Occupational Information Worksheet

Name of occupation: _____

Source(s) of information: ___*Occupational Outlook Handbook*

___*Military Career Guide*

___Other books

_____

_____

_____

___Computerized Information or Guidance System

___People

____ Someone who does this kind of work

____ Counselor

____ Military recruiter

____ Other

1. Nature of Work

   What does a worker in this occupation do? _____

   _____

   _____

   _____

2. Working Conditions

   Where is this work usually done? _____

   _____

   _____

   _____

   Does this occupation require work that might be dangerous or be a physical or health problem for me? _____

   _____

   Does this occupation often require working hours or locations that might be a problem for me (frequent overtime, evening or weekend work, travel away from home)? _____

   _____

   Does this occupation require doing physically strenuous work or working outdoors? ____

   _____

3. Places of Employment

Are there jobs in this occupation near where I now live? _____

_____

If there are jobs in this occupation nearby, what are the names of some of the companies/places where I might do this work? _____

_____

_____

Is part-time employment usually available in this occupation? _____

_____

4. What rewards and satisfactions are likely to be found in this occupation? _____

_____

_____

What things that I want are missing? _____

_____

_____

5. What interests, abilities, knowledge, and skills are helpful in this occupation? _____

_____

_____

What are the opportunities for advancement in this occupation, and how might I prepare for advancement? _____

_____

_____

6. Employment Outlook

What is the employment outlook in this occupation? _____

_____

_____

7. Earnings

What is a typical starting salary in this occupation? _____

_____

_____

How much do people who have been in this occupation for 10 years usually earn? _____

_____

_____

8. Additional Information

Where can I find out more about this occupation? _____

_____

_____

9. Education and Training:

Type and amount of education/training required:

___On-the-job training

___Apprenticeship

___One or two years voc./tech. school or community college

___Two-year college degree/certificate

___Four-year college degree

___Graduate or professional school after four-year college

What kinds of courses or training do you want? _____

_____

_____

What are the names of three places where you can get these courses or this kind of training? _____

_____

_____

10. Paying for Your Education.

Will you have to pay for these courses or training, or will you be able to be paid as you learn? _____

_____

If you have to pay for your education or training, how much will it cost? _____

_____

What kinds of scholarships or loans are available to help you pay for your education or training? _____

_____

Occupational Information Worksheet

Name of occupation: _____

Source(s) of information: ___*Occupational Outlook Handbook*

___*Military Career Guide*

___Other books

_____

_____

_____

___Computerized Information or Guidance System

___People

____ Someone who does this kind of work

____ Counselor

____ Military recruiter

____ Other

1. Nature of Work

   What does a worker in this occupation do? _____

   _____

   _____

   _____

2. Working Conditions

   Where is this work usually done? _____

   _____

   _____

   _____

   Does this occupation require work that might be dangerous or be a physical or health problem for me? _____

   _____

   Does this occupation often require working hours or locations that might be a problem for me (frequent overtime, evening or weekend work, travel away from home)? _____

   _____

   Does this occupation require doing physically strenuous work or working outdoors? ____

   _____

3. Places of Employment

Are there jobs in this occupation near where I now live? _____

_____

If there are jobs in this occupation nearby, what are the names of some of the companies/places where I might do this work? _____

_____

_____

Is part-time employment usually available in this occupation? _____

_____

4. What rewards and satisfactions are likely to be found in this occupation? _____

_____

_____

What things that I want are missing? _____

_____

_____

5. What interests, abilities, knowledge, and skills are helpful in this occupation? _____

_____

_____

What are the opportunities for advancement in this occupation, and how might I prepare for advancement? _____

_____

_____

6. Employment Outlook

What is the employment outlook in this occupation? _____

_____

_____

7. Earnings

What is a typical starting salary in this occupation? _____

_____

_____

How much do people who have been in this occupation for 10 years usually earn? _____

_____

_____

8. Additional Information

Where can I find out more about this occupation? _____

_____

_____

9. Education and Training:

Type and amount of education/training required:

___On-the-job training

___Apprenticeship

___One or two years voc./tech. school or community college

___Two-year college degree/certificate

___Four-year college degree

___Graduate or professional school after four-year college

What kinds of courses or training do you want? _____

_____

_____

What are the names of three places where you can get these courses or this kind of training? _____

_____

_____

10. Paying for Your Education.

Will you have to pay for these courses or training, or will you be able to be paid as you learn? _____

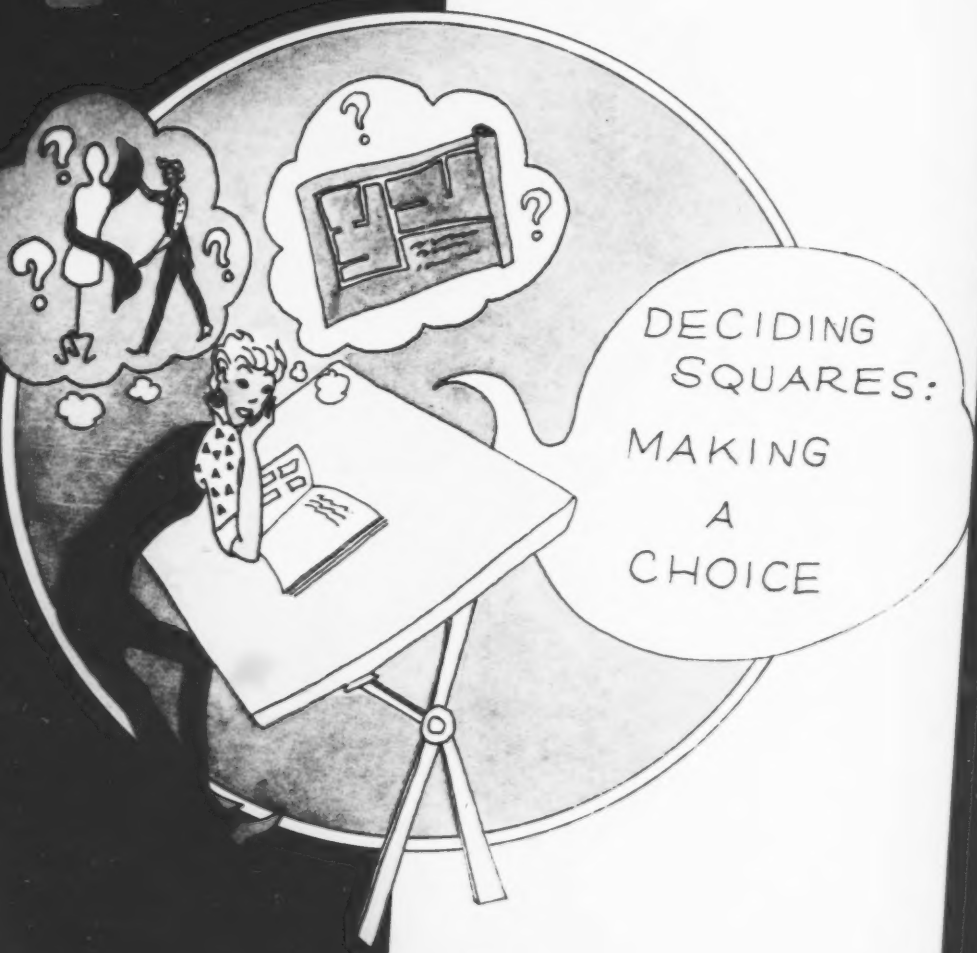
_____

If you have to pay for your education or training, how much will it cost? _____

_____

What kinds of scholarships or loans are available to help you pay for your education or training? _____

_____


DECIDING SQUARES: MAKING A CHOICE

Making Decisions

There are a lot of ways to reach a decision. Here is one way that Gloria used DECIDING SQUARES. She wanted to compare three occupations:

Accountant (AC)
Aerospace Engineer (AE)
Computer Systems Analyst (CS)

She compared these occupations in two major ways:

DESIRABILITY: How good is each occupation in offering what I want?

CHANCE OF SUCCESS: How good are my chances of preparing for, entering, and succeeding in each occupation?

She made a HITS AND MISSES STRIP for each occupation. Then she got all the other information she could find about each one.

She rated each occupation on Desirability on this horizontal scale from Poor to Excellent:

DESIRABILITY

	AC	AE	CS
Poor	Fair	Good	Excellent

In other words, after looking at all the information, she decided she liked the rewards, satisfactions, and activities of Computer Systems Analyst best. Accountant did not seem nearly so attractive to her. Aerospace Engineer was in between the other two.

Next, she rated her chances from poor to excellent on this vertical scale:

CHANCES OF SUCCESS

Excellent	AC, CS
Good	AE
Fair	
Poor	

After looking at all the information about required skills and education, as well as employment outlook, she felt very confident of making it as either an accountant or a computer systems analyst. Although she thought she had an excellent chance for preparing for and succeeding as an aerospace engineer, she had some worries about the employment outlook for this occupation.

Then she put Desirability and Chances of Success together in a DECIDING SQUARE, like this:

CHANCES OF SUCCESS

Excellent		AC		CS
Good			AE	
Fair				
Poor				
	Poor	Fair	Good	Excellent

DESIRABILITY

The square makes it clear that computer systems analyst looks like an excellent choice for her. It is highest on both Desirability and Chances of Success.

Jonathan placed three occupations in his square: Radio/TV Announcer (R/TV), Manufacturer's Sales Representative (MSR), and Hotel Manager (HM).

After looking at all the information he could get, he decided he had a good chance of becoming a manufacturer's sales representative, but he could rate it only fair on desirability. Radio/TV announcer was the most desirable occupation, but his chances of locating employment looked pretty poor. He thought he might have a good chance of becoming a hotel manager, and the more he thought about it the better he liked that idea. So his square looked like this:

CHANCES OF SUCCESS

Excellent				
Good		MSR	HM	
Fair				
Poor				R/TV
	Poor	Fair	Good	Excellent

DESIRABILITY

After studying his DECIDING SQUARES Jonathan decided to look into educational programs for becoming a hotel manager.

Mark is considering becoming a Computer Service Technician (CST) or a Computer Systems Analyst (CSA). His square looks like this:

CHANCES OF SUCCESS

Excellent			CST	
Good				CSA
Fair				
Poor				
	Poor	Fair	Good	Excellent

DESIRABILITY

Computer systems analyst is more desirable to him than computer service technician, but he thinks his chances of qualifying for a job are not as good in this occupation. He will learn more when he talks to his guidance counselor. But even then, he will have to decide whether he is willing to take the extra risk to get the more desirable occupation. Mark likes to play safe, so he might choose less desirable work for the sake of a better chance of success.

Cindy is considering Clothing Designer (CD), Interior Designer (ID), and Architect (AR). Her deciding square looks like this:

CHANCES OF SUCCESS

Excellent				
Good			CD/ID	
Fair				
Poor				AR
	Poor	Fair	Good	Excellent

DESIRABILITY

Being an Architect could mean money and prestige, but Cindy doesn't want four more years of school, and she probably would find the courses difficult. Becoming a Clothing or Interior Designer seems to offer her the best chance of success, but she has to find out more about them. She will probably discover differences between them that will help her decide as she learns more about them.

There are blank DECIDING SQUARES on page 87 for you to use.

Career planning is a lifelong process. People often revise their career plans several times during their lives. In using this workbook, you have learned a process of career decision making. If you are like most people, you will go through this process several times during your life. If you have followed the steps for planning, you will soon be ready to put your plans into action. The rest is up to you. Good luck!

CHANCES OF SUCCESS

Excellent				
Good				
Fair				
Poor				
	Poor	Fair	Good	Excellent

DESIRABILITY

CHANCES OF SUCCESS

Excellent				
Good				
Fair				
Poor				
	Poor	Fair	Good	Excellent

DESIRABILITY

CHANCES OF SUCCESS

Excellent				
Good				
Fair				
Poor				
	Poor	Fair	Good	Excellent

DESIRABILITY

CHANCES OF SUCCESS

Excellent				
Good				
Fair				
Poor				
	Poor	Fair	Good	Excellent

DESIRABILITY

Some Military Occupations

I. Mechanical and Crafts

My Youth Population Percentile Score in Mechanical and Crafts is _____ .

Military Occupations	Youth Population 50-50 SCORE
Aircraft Launch/Recovery Specialist	37
Aircraft Mechanic	31
Automobile Mechanic	28
Automotive Body Repairer	32
Blasting Specialist	35
Boat Operator	31
Boiler Technician	42
Bricklayer/Concrete Mason	31
Cargo Specialist	24
Carpenter	32
Clothing and Fabric Repairer	25
Combat Engineer	39
Compressed Gas Technician	33
Construction Equipment Operator	27
Dispatcher	26
Diver	41
Engine Mechanic	30
Firefighter	27
Heating and Cooling Mechanic	31
Heavy Equipment Mechanic	31
Ironworker	32
Machinist	42
Marine Engine Mechanic	38
Non-Destructive Tester	38
Office Machine Repairer	32
Paving Equipment Operator	31
Petroleum Supply Specialist	24
Plumber/Pipe Fitter	30
Rigger	32
Seaman	41
Sheet Metal Worker	31
Shipfitter	32
Survival Equipment Specialist	25
Truck Driver	27
Water and Sewage Plant Operator	31
Welder	32
Well Driller	31

II. Business and Clerical

My Youth Population Percentile Score in Business and Clerical is _____ .

Military Occupations	Youth Population 50-50 SCORE
Accounting Specialist	34
Administrative Support Specialist	28
Court Reporter	37
Legal Technician	38
Lodging Specialist	26
Payroll Specialist	34
Personnel Specialist	30
Postal Specialist	29
Religious Program Specialist	29
Sales and Stock Specialist	23
Secretary/Stenographer	39
Shipping/Receiving Specialist	23
Stock/Inventory Specialist	23
Transportation Specialist	24

III. Electronics and Electrical

My Youth Population Percentile Score in Electronics and Electrical is _____ .

Military Occupations	Youth Population 50-50 SCORE	Military Occupations	Youth Population 50-50 SCORE
Aircraft Electrician	38	Power Plant Operator	31
Building Electrician	33	Powerhouse Mechanic	32
Data Processing Equipment Repairer	54	Precision Instrument Repairer	29
Electrical Products Repairer	27	Radar and Sonar Equipment Repairer	33
Electronic Instrument Repairer	31	Radar and Sonar Operator	30
Electronic Weapons Systems Repairer	31	Radio Equipment Repairer	25
Flight Engineer	35	Radio Intelligence Operator	27
Line Installer/Repairer	30	Radio Operator	24
Ordnance Mechanic	27	Ship Electrician	37
Photographic Equipment Repairer	33	Space Systems Specialist	29
Power Plant Electrician	32	Telephone Operator	31
		Telephone Technician	32
		Teletype Repairer	30

IV. Health, Social, and Technology

My Youth Population Percentile Score in Health, Social, and Technology is _____ .

Military Occupations	Youth Population 50-50 SCORE	Military Occupations	Youth Population 50-50 SCORE
Air Crew Member	32	Data Entry Specialist	41
Air Traffic Controller	37	Dental Laboratory Technician	29
Artillery Crew Member	25	Dental Specialist	30
Audiovisual Production Specialist	32	Detective	37
Barber	35	Drafter	33
Broadcast and Recording Technician	32	Emergency Management Specialist	33
Cardiopulmonary and EEG Technician	31	Environmental Health Specialist	31
Caseworker/Counselor	32	Flight Operations Specialist	30
Computer Operator	24	Food Service Specialist	24
Computer Programmer	40	Fuel/Chemical Laboratory Technician	29
Computer Systems Analyst	40	Graphic Designer/Illustrator	32
Corrections Specialist	24	Infantrymen	26
		Intelligence Specialist	24

IV. Health, Social, and Technology (cont.)

Military Occupations	Youth Population 50-50 SCORE
Interpreter and Translator	31
Maintenance Data Analyst	30
Mapping Technician	24
Medical Laboratory Technician	29
Medical Record Technician	30
Medical Service Technician	31
Military Police	30
Motion Picture Camera Operator	24
Musician	29
Nursing Technician	31
Occupational Therapy Specialist	31
Operating Room Technician	31
Optician	31
Optometric Technician	32
Orthopedic Technician	31
Orthotic Specialist	35
Pharmacy Technician	31
Photographer	24

Military Occupations	Youth Population 50-50 SCORE
Photoprocessing Specialist	24
Physical Therapy Specialist	31
Printing Specialist	23
Quartermaster	30
Radio/TV Announcer	50
Radiologic (X-Ray) Technician	32
Recreation Specialist	32
Recruiting Specialist	31
Reporter/Newswriter	40
Respiratory Therapist	31
Special Operations Force	26
Surveying Technician	32
Tank Crew Member	28
Teletype Operator	24
Trainer	28
Weather Observer	37

HITS AND MISSES STRIP

OCCUPATION

◀ ________________ ▶

HAS	HITS	MISSES
____	____	____
____	____	____
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____	____	____

MILITARY OCCUPATION

____

The ASVAB occupational group for this occupation is ______.

The 50-50 Youth Population Score for this occupational group is ______.

My Youth Population Percentile Score for this occupational group is ______.

HITS AND MISSES STRIP

OCCUPATION

MILITARY OCCUPATION

The ASVAB occupational group for this occupation is ______.

The 50-50 Youth Population Score for this occupational group is ______.

My Youth Population Percentile Score for this occupational group is ______.

HITS AND MISSES STRIP

OCCUPATION

MILITARY OCCUPATION

The ASVAB occupational group for this occupation is ______.

The 50-50 Youth Population Score for this occupational group is ______.

My Youth Population Percentile Score for this occupational group is ______.

HITS AND MISSES STRIP

OCCUPATION

HAS	HITS	MISSES

MILITARY OCCUPATION

____

The ASVAB occupational group for this occupation is ______.

The 50-50 Youth Population Score for this occupational group is ______.

My Youth Population Percentile Score for this occupational group is ______.

HITS AND MISSES STRIP

OCCUPATION

HAS	HITS	MISSES

MILITARY OCCUPATION

____

The ASVAB occupational group for this occupation is ______.

The 50-50 Youth Population Score for this occupational group is ______.

My Youth Population Percentile Score for this occupational group is ______.

HITS AND MISSES STRIP

OCCUPATION

HAS	HITS	MISSES

MILITARY OCCUPATION

____

The ASVAB occupational group for this occupation is ______.

The 50-50 Youth Population Score for this occupational group is ______.

My Youth Population Percentile Score for this occupational group is ______.

HQ USMEPCOM/MEPCT
2500 Green Bay Road
North Chicago, IL 60064

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